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REFLECTIONS ON TWENTY YEARS OF THE LAW REVIEW

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WESTERN NEW ENGLAND LAW REVIEW

REFLECTIONS ON TWENTY YEARS OF THE LAW REVIEW

HOWARD KALODNER*

Twenty years ago a young and ambitious law school faculty told me that one of its aspirations, and one which deserved priority from a newly installed dean, was the creation of a law review. A committee of the faculty had been working on this project for at least the year preceding my arrival as dean, but the College's unwillingness, or at least reluctance, to provide the necessary funds for publication of a law review had prevented the fulfillment of the ambition of the faculty and students to establish a review.

My own legal training had included law review experience and I have viewed that experience, throughout my legal career and throughout my career as a law teacher, as one of the resources on which I have repeatedly drawn. I very much wanted the students at Western New England College School of Law who had the appropriate intellectual and professional skill to carry with them into their careers the experience which had been so important to me in my career. That experience with its emphasis on thoroughness, accuracy, attention to detail as well as attention to concept, with its exposure to the skills of research, writing, editing and self-editing, is the experience we have sought over the years to provide for our law review members.

There is much in common between the *Western New England*

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Law Review and the law reviews published by students at other law schools. Rather than focus on what law reviews have in common, I would like to celebrate on this page the quite wonderful ways in which our law school's review is different than many reviews.

One of the characteristics of Western New England College School of Law has been the quantity and quality of the interactions between its students and its faculty. That characteristic has carried into the relationship between students and faculty in the publication of the *Law Review*. In other, but not all, law schools, a member of the faculty must read and approve of the final draft of student law review work before it is published. In our law school, each piece of student law review writing is read and commented on in detail by one faculty member reviewing two early drafts and by another faculty member reviewing the final draft.

In all law schools, a faculty member serves as advisor to the law review, sometime in name only, sometimes offering advice when asked and occasionally as a more active participant in the work of the review. In our law school, the faculty law review advisors, both past and present, have devoted time and effort not only to the typical advising tasks, but also to training the members of the review, reading and commenting on works in progress and works slated for publication, and to assuring the review's future intellectual aspirations always exceed its past accomplishments.

In other law schools, former members of the editorial board of the law review sometimes contribute articles to the review and sometimes offer career advice or other guidance to their successors. In our law school, law review alumni continue to contribute articles to the review, as is evident from the pages of this anniversary volume, but also keep in active touch with the review, mentoring current staff members, returning to the law school to speak about career opportunities and generally keeping a watchful eye on the review that has meant so much to them in their legal training and subsequent careers in the legal profession.

I believe that the values reflected both in this issue and in the *Western New England Law Review* throughout its twenty year history, are values characteristic of our law school. We view ourselves as a community, with a close relationship among students, faculty, staff and administration. We view ourselves as interested in training our students not to be scholars of the abstract, but to be scholars of the intellectual and professional problems which confront women and men engaged in the practice of law, a goal that is ably met

by the symposium addressing the conflict between antidiscrimination laws and a lawyer's traditional freedom to choose whether or not to represent particular clients that begins this volume. We view ourselves as an educational community which strives to realize the goal of contributing to the development of the legal system by helping those charged with its safeguarding and evolution.

Over the years, not every issue has been stellar; not every student piece has met the high standard to which we aspire. But overall, our journal has met our aspirations both in the development of the professional skills of its members and in the contributions our law review has made through its scholarship to the legal profession. Today I think back fondly over the many many students who, for the last twenty years, have labored to realize the aspirations of a young faculty and dean twenty years ago.